WorkOne Youth Services

Workforce Investment Act:

Youth Manual

July 2013

Introduction

The Indiana Department of Workforce Development (DWD) created the Workforce Investment Act (WIA) Youth Manual to provide guidance to WorkOne staff and partners on effective service delivery. This document is not intended to replace or supersede policy or procedures established by either the Indiana Department of Workforce Development or the US Department of Labor. Every effort has been made to match this document to existing state and federal policies and guidelines; however, if a conflict is identified, state and federal policy should be followed first and foremost. In addition, issues that go beyond the specific scope of WIA youth service delivery, including, but not limited to, regional operations, provider procurement and data management, have intentionally been left out of this manual. These issues are addressed via other DWD policies, technical assistance materials and/or training opportunities.

Staff should use this manual as a guide to provide clarity, information and resources, which can enhance and improve service delivery and performance at the local level. This document is a living document that will be updated and expanded regularly. An emphasis will be placed on highlighting best practices, specifically those from Indiana workforce regions whenever possible. For this reason, WIB youth staff are encouraged to share pilot programs, success stories and lessons learned for the good of the field. In addition, to continually improving service delivery at a high level, the US Department of Labor established the following priority areas for those delivering WIA youth services via TEGL 30-10:

- Strengthen partnerships to leverage resources and opportunities;
- Build capacity to increase credential attainment and improve the quality of credentials earned, including aligning credentials with jobs in demand;
- Develop programs that provide career pathways in high-demand sectors, such as health care and energy; and
- Improve employability skills through paid and unpaid work experience and training during the year and summer.

Using this manual

The manual is divided into sections based on the typical flow of intake, case management, exit and follow-up. Each section contains technical and/or programmatic guidance as well as references to relevant federal and state laws and polices. Key points and considerations have been placed throughout the document using:

- Blue highlighted text to indicate updates to this manual from the May 2012 version;
- **Gold boxes to provide clarity on terminology and/or requirements**;
- **Green text to indicate commonly used words or phrases defined in the definitions section**;
- **Red boxes to highlight impacts on performance**;
- **Blue boxes to identify best practices and additional resources**.

Indiana Department of Workforce Development
WIA Youth Manual

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Purpose of WIA Youth Programs

The purpose of Workforce Investment Act youth services is to assist low-income young people, ages 14-21, who face significant barriers to education and/or employment by providing resources and support to overcome those barriers and successfully transition to self-sufficient adulthood. This is accomplished by assessing the participant's skills, interests, needs and personal goals; creating customized service plans in collaboration with the participant; and expanding the participant's connection to the local economy, educational opportunities and community services. This process is organized and coordinated around 10 Youth Program Elements, which must be made available to every participant.

Make available means that the WIB must ensure that the 10 program elements are available in all areas served. However, it does not mean that an individual service provider must deliver all 10 elements, but they must identify partnerships. Local areas have the discretion to determine what specific services a youth will receive based upon the youth's informal interview, objective assessment and individual service strategy.

The 10 youth program elements are:

- **Tutoring, study skills training, and instruction leading to secondary school completion,** including dropout prevention strategies;
- **Alternative secondary school offerings**;
- **Summer employment opportunities** directly linked to academic and occupational learning;
- **Paid and unpaid work experiences**, including internships and job shadowing;
- **Occupational skill training**;
- **Leadership development opportunities**, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours;
- **Adult mentoring** for the period of participation and a subsequent period, for a total of not less than 12 months;
- **Comprehensive guidance and counseling**, which may include drug and alcohol counseling and referral;
- **Supportive services**; and
- **Follow-up services** for not less than 12 months after completing participation.

DWD created two specific resources related to WIA Youth Services:

- Attachment A: The WIA Youth Program Overview; and
- Attachment B: The Workforce Investment Act Youth Program Elements.

Both of the above documents have been included as attachments to this manual. In addition, the state of Ohio has a comprehensive guide on the WIA elements that explores allowable and non-allowable delivery methods, benefits to the participants and ways to measure success at the programmatic level. This document is available at **http://jfs.ohio.gov/owd/WorkforceProf/Youth/Docs/Elements_WIA_Youth_Program.pdf**

Indiana's Youth Strategy

The Workforce Investment Act (WIA) establishes the framework for a comprehensive delivery system, where programs, activities, and services are tailored to meet the unique needs of each youth. Eligibility determination for youth programs identify the youth who are in most need of the services and most able to benefit. In addition, local youth councils work in collaboration with local Workforce Investment Boards to develop strategies and programs to ensure the maximization of resources and services to youth residing in the local workforce areas.

Indiana's WIA Youth Strategy is to:

- Focus on the neediest youth;
- Provide connections and access to the WorkOne System;
- Collaborate and leverage resources at the state and local level;
- Coordinate activities with state and local agencies and community partners;
- Focus on performance accountability and commitment to improving the quality of services provided to youth; and
- Meet the demands of business, especially in high growth areas.

Reference:

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2013
US DOL TEN 46-11 Announcement of the Workforce Investment Act Youth Program Reference Tool
DWD Policy 2012-07 Eligibility and Data Validation Policy for Indiana's Workforce Investment System
TAB 2012-06 Publication of 2013 Economically Disadvantaged Criteria
TAB 2007-15 Inclusions & Exclusions for Determining Family Income

Section 1 - WIA Youth Eligibility

The WIA Youth Formula Grant provides economically disadvantaged young adults between the ages of 14 and 21, who face barriers to educational and/or workforce success, with year-round employment and training services. Activities and services are tailored to meet the unique needs of each youth. All WIA youth participants must be economically disadvantaged and must have at least one barrier of the legally defined barriers in order to be eligible for services.

For the purpose of this document. . .
A **customer** is any person accessing WorkOne services who is not enrolled.

A **participant** is a youth who has been determined eligible for and enrolled in WIA Youth Services.

Enrolled youth may be referred to locally as clients or customers; however, participant is the legal terminology used by the US DOL.

Eligibility determination includes the following steps:

1. Determining Income Eligibility
2. Determining Barriers
3. Ensuring Selective Service Registration, if applicable
4. Identifying Basic Skill Deficiencies

The information below and Attachment C: Youth Eligibility Flowchart are designed to explain each step and the overall process in greater detail.

Step 1: Income eligibility

A youth is income eligible for youth services if he/she is:

- A member of a family that receives income-based public support;
- A member of a family that lives at 100% of poverty threshold or at 70% of lower standard income level;
- A member of a family that received, or was determined eligible to receive food stamps within the prior six months;
- Homeless; and/or
- A foster child.

Regarding "eligibility to work" - self-attestation is an acceptable source for documenting the eligibility criteria for program elements except work experience or occupational skills training (OST). Formal documentation is required before entry into a work experience or OST.

Income eligibility for disabled youth - If the family of a disabled youth does not meet the income eligibility criteria, the disabled youth should be counted as a family of one. The disabled youth may be considered income eligible if the youth's own income meets the WIA income criteria. As a result, a youth with a disability may be income eligible for WIA services, even if their parents' income exceeds the guidelines.

5% Income Exception

Up to five percent of the participants served by WIA youth programs may be individuals who do not meet the income criteria for eligible youth as long as all other eligibility criteria are met. Most WIBs require that case managers seek approval for use of the five percent allowance. Any local approval processes related to 5% income exceptions will be developed and managed by the WIB.

Step 2: Barrier Determination

Youth who are income eligible must meet at least one of the following barriers:

- Deficient in Basic Skills;
- School Dropout;
- Homeless, Runaway, or Foster Child;
- Pregnant or Parenting;
- An Offender; and/or
- An Individual (Including a Youth with a Disability) Who "Requires Additional Assistance to Complete an Educational Program or to Secure and Hold Employment" as defined and approved by the local WIB.

Individual being served under the 5% exception must possess one or more of the following barriers:

- School dropout;
- Basic skills deficient;
- Are one or more grade levels below the grade level appropriate to the individual's age;
- Pregnant or parenting;
- Possess one or more disabilities, including learning disabilities;
- Homeless or runaway;
- Offender; and/or
- Face serious barriers to employment, as defined and approved by the local WIB.

Step 3: Selective Service Registration

Males age 18 or older must be registered with the Selective Service in order to be eligible for WIA youth services. In order to maintain eligibility for WIA services, a male participant who turns age 18 while participating in the program must be registered for Selective Service by the 30th day after their 18th birthday.

Step 4: Determining Basic Skills Deficiency

Low educational function levels can be a significant barrier to educational and/or employment success, thus all participants must be assessed to determine any basic skills deficiencies. Both the US DOL and the state of Indiana defines basic skills deficiency as being able to compute or solve problems, read, write or speak English at or below the eighth grade level, which is indicated by an assessment score at or below grade level 8.9. Furthermore steps to improve educational functioning should be included in the participant's individual service strategy.

Determination of In-School and Out-of-School Youth - Once the determination of in-school or out-of-school is made the classification stays with the participant during the period of participation. For example, if an individual enrolls as a high school student then he is an in-school youth during his period of participation even after graduating high school.

Reference:

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act (WIA) Youth Program Guidance for Program Year 2013
US DOL TEGL 5-12 Workforce Investment Act (WIA) Youth Program Guidance for Program Year 2012

US DOL TEGL 30-10 Workforce Investment Act (WIA) Youth Program Guidance for Program Year 2011
DWD Policy 2012-07 Eligibility and Data Validation Policy for Indiana's Workforce Investment System
TAB 2012-06 Publication of 2013 Economically Disadvantaged Criteria
TAB 2007-15 Inclusions & Exclusions for Determining Family Income
TAB 2007-09 Selective Service Registration
TAB 2007-18 Testing for Basic Literacy Skills

Section 2 - Recruitment

Recruitment of disconnected youth is very important in order to effectively connect them to valuable educational and employment opportunities that WIA services offer. However, before engaging in recruitment activities some questions to consider are:

- Where do you find youth in your local community?
- Where do they "hang out"?
- How do youth workers, counselors, and others identify disconnected youth?
- Where and to whom do referrals go?
- What marketing materials do you use to recruit youth?
- Where/how have youth heard about the program before?

Also consider referral organizations such as:

- Faith-based organizations
- Schools (especially those without JAG)
- Social service agencies
- Non-profit organizations
- Juvenile institutions
- Homeless shelters
- Food pantries
- Public housing authorities
- Education agencies
- Job Corps representatives
- Mentoring organizations
- Other community based organizations

Outreach and Recruitment Ideas

- Use radio, TV and print media to promote the value and positive outcomes of WIA services
- Involve youth that can positively talk about programs as peer advocates and recruiters
- Offer incentives for recruiting youth
- Hold orientation events with food and prizes
- Involve local community leaders
- Emphasize appeal, value, and uniqueness of WIA services
- Promote the benefits of participation
  - * Summer employment opportunities
  - * Free tutoring
  - * Fun activities and other unique opportunities
  - * Supportive services
- Use social media tools such as Facebook and Twitter to reach out to youth.

Best Practice: Region 3 used the slogan "Be Someone Now" to recruit youth through social media and other resources, which provided a positive outlook on WIA and the services and outcomes.

Reference:
DWD Policy 2012-02 Social Media Usage

Section 3 - Intake

Youth can enroll in WIA services from numerous access points and may not necessarily start at a WorkOne office. Regardless of the entry point, all WorkOne customers who self-identify or are listed in the case management system as ages 14-21 should be directed to a youth case manager, or a staff member familiar with youth services and eligibility requirements. An informal interview should be conducted and information on income, living situation, education level, and reason for visiting WorkOne should be quickly collected to help determine potential eligibility.

Youth Specific Orientations: While not required, it is a best practice to offer youth specific orientations. This allows for in-depth coverage of youth specific programs, but also allows for the content to be modified to better meet the physical, educational and emotional developmental state of young adults.

An opportunity to meet with a youth case manager or staff familiar with youth services and eligibility should be encouraged immediately. Youth case managers will collect information and documentation required in DWD Policy 2012-07 to determine eligibility for WIA youth services. If a dedicated youth case manager is not available, then staff familiar with youth services and eligibility requirements should complete this step, or an appointment should be scheduled. In the meantime, the youth should be encouraged to explore the resource area, workshop offerings and other WorkOne resources, including Indiana Career Connect and Indiana Career Explorer.

Once eligibility is determined and the youth is enrolled, the application should be signed by the case manager, youth participant, and parent/guardian if under 18. Non-eligible youth should be referred to other services offered by either WorkOne or community based organizations in accordance with the individual's needs.

Reference:
Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
DWD Policy 2010-13, Change 1 WorkOne Customer Flow
DWD Policy 2012-07 Eligibility and Data Validation Policy for Indiana's Workforce Investment System
TAB 2012-06 Publication of 2013 Economically Disadvantaged Criteria
TAB 2007-15 Inclusions & Exclusions for Determining Family Income

Section 4 – WIA Co-enrollment

Co-enrollment is the process of simultaneously enrolling a customer into both WIA adult and WIA youth services. In order to be co-enrolled, the customer must meet all eligibility requirements of both programs and must be between the ages of 18-21. WIBs may have additional directives and policies regarding co-enrollment.

When considering co-enrollment, the case manager should carefully consider if the youth's needs can be met best by a combination of services offered under different WIA funding streams, then co-enrollment is the answer. In addition, the case manager should consider the following:

- Participants ages 18 - 21 should be considered for co-enrollment in adult and/or dislocated worker programs if they will benefit from the additional services and activities of multiple WIA programs and are seeking employment.

- Participants ages 18-21 who are not seeking employment may not benefit from adult services thus co-enrollment might not enhance service availability or delivery.

Reference:

DWD Policy 2010-13, Change 1 WorkOne Customer Flow

Section 5 - Objective Assessment

All participants are to be provided an objective assessment that assesses educational functioning levels as well as identifies individual strengths and barriers, goals, interests, hard and soft skills, and need for supportive services. The objective assessment is a process, which includes a review of basic and occupational skills, prior work experience, education attainment level, employability potential and developmental needs.

The objective assessment

- Is an ongoing process and should not be viewed as a one-time event.
- Should include interviews, career guidance instruments such as Indiana Career Explorer, basic skills assessments, and observations.
- Can provide insight and guidance to both the case manager and the participant during development of the Individual Service Strategy.

Determining Educational Functioning Level (EFL)

WIA requires all eligible youth to be provided an objective assessment that includes an academic assessment. DWD has adopted use of the Tests of Adult Basic Education (TABE) as the approved assessment of educational function level (EFL). End of course assessments are not appropriate instruments for calculation of educational functioning levels.

- If a youth has been assessed for basic skills deficiency in the previous six months, staff may use those results in lieu of re-testing. However, the results of the alternate test should be verifiable and documented. In addition the same test format must be available and administered for post-testing at a later date.
- Staff should use TABE versions 9-10 and the TABE Locator prior to administering the TABE Survey or TABE Complete Battery assessments.
- Based on the results of the Locator, the participant must be assessed with the appropriate level of TABE (Easy [E], Medium [M], Difficult [D], or Advanced [A]). The TABE Locator and the appropriate math, reading, and language sections must be administered following test-publisher guidelines.
- All staff who administer the TABE must have successfully completed training on its use. TABE must be interpreted for participants and should only be interpreted by staff that are trained to do so. TABE should be interpreted in a one-on-one setting.

Origin of Educational Functioning Level - The National Reporting System (NRS) was developed by the U.S. Department of Education to implement an accountability system. The DOL Employment and Training Administration has adopted policies for "educational gains" based on those outlined in the NRS. These include educational functional levels, which are sets of skills and competencies demonstrated by students entering at that level. As outlined in the NRS, there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English as-a-Second Language (ESL) students. ABE levels roughly equate to two grade levels.

- Reasonable accommodations must be provided, as appropriate, when assessing youth with disabilities. See the Testing Youth with Disabilities section of TEGL 17-05 and the CTB/McGraw-Hill accommodation guidelines for TABE 9 & 10 and TABE CLAS-E.
- Online TABE testing is the preferred format for assessing basic skills; however paper and pencil test may be used. The same format should be used for both the pre-test and the post-test.
- The three digit scale score is important and needs to be entered in the appropriate systems such as TrackOne, e-NDMS, and InTERS.
- The EFL is important because out-of-school youth that are in the Literacy-Numeracy Common Measure must advance one or more EFLs beyond the level at which they were first tested in reading or math to be considered a positive outcome. An EFL gain in either area is a positive outcome.
- The grade level equivalent could be helpful when talking with clients. Clients will likely understand grade level equivalents rather than scale scores and EFL.

TABE Scale Score Conversions to Educational Functioning Levels (EFL)

EFL	ABE EFL	Basic Skills Deficient	Grade Level Equivalent	TABE Test Benchmarks		
				Reading	Total Math	Language
3	Beginning ABE Literacy	Basic Skills Deficient	0-1.9	<368	<314	<390
4	Beginning Basic Education		2.0-3.9	368-460	314-441	390-490
5	Low Intermediate Basic Education		4.0 – 5.9	461-517	442-505	491-523
6	High Intermediate Basic Education		6.0-8.9	518-566	506-565	524-559
7	Low Adult Secondary Education	Not Basic Skills Deficient	9.0-10.9	567-595	566-594	560-585
8	High Adult Secondary Education		11-12.9	>595	>594	>585

The above table lists the ***approximate*** alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (9 & 10).

High School Youth, including JAG In-School Participants

- High school students already undergo a number of assessments while in school. Thus only the TABE Survey, which is a shortened version of the Complete Battery, should be administered to high school youth including JAG in-school participants. However, if a more in depth assessment is desired or needed, the TABE Complete Battery may be administered.
- Staff members are not required, but are encouraged to administer the TABE Locator prior to administering the TABE Survey. Based on the results of the Locator, the participant should be assessed with the appropriate level of TABE Survey.
- The Survey must be completed for two subjects: total math (math computation and applied math) and reading.
- TABE 9 should be the pre-test and TABE 10 should be the post-test.
- All pre-test scores must be documented in required tracking systems within 60 days of enrollment.

- Staff members do not need to post-test if scores are 9.0 or higher. For JAG In-School participants, post-tests are required for subject areas with scores 8.9 or lower. Regions may have different policies regarding post-testing high school youth that are not JAG participants and have scores 8.9 or lower.
- End of course assessments cannot be used for the academic assessment of in-school youth.
- In-school youth who are enrolled in high school are excluded from the Literacy and Numeracy Common Measure.

Out-of-School and Post-Secondary Youth

- DWD requires that out-of-school and post-secondary youth take the TABE Survey in three subjects: total math (math computation and applied math), reading, and language. However, if a more in depth assessment is desired or needed, the TABE Complete Battery may be administered.
- Staff must administer the TABE Locator prior to administering the TABE Survey or TABE Complete Battery assessments. Based on the results of the Locator, the participant must be assessed with the appropriate level of TABE.
- TABE 9 should be the pre-test and TABE 10 should be the post-test.
- All pre-tests scores must be documented in required tracking systems within 60 days of enrollment.
- All out-of-school and post-secondary youth must have documentation of their educational functioning level (EFL) recorded for the purpose of calculating the Literacy and Numeracy Gains performance measure.
- **Any out-of-school or post-secondary participant who tests at or below grade 8.9 in either the Literacy or Numeracy section will be determined to be basic skills deficient.**
- Any out-of-school or post-secondary participant who is determined to be basic skills deficient will be included in the Literacy Numeracy Gains Common Measure.
- Basic skills deficient participants must be post-tested at least once by the end of year one following the individual's date of first youth program service. The same assessment tool and method (i.e. paper or online) must be administered to the participant for the pre- and post-testing.
- Participants who are determined not to be basic skills deficient based on pre-test results are excluded from post-testing.
- TABE post-testing is required for adult education students. If a student is co-enrolled in Adult Education be sure to communicate with the adult education program regarding tests and scores.
- A student must score within the Valid Score Range in order to have an acceptable score.

Post-testing participants enrolled for more than one year - A basic skills deficient participant who receives services more than one year must be post-tested prior to the participant's anniversary date of each year up through year three and the results of each post-test will be counted in the calculation of the Literacy and Numeracy Gains performance measure. After three years, the participant no longer is counted in the Literacy and Numeracy Gains performance measure.

Testing Interval – Out-of-school participants must be post-tested at least once by the end of each year following the individual's date of first youth service until the youth is no longer basic skills deficient. There is no minimum test interval, but post-testing should only be done after instructional activity has occurred. Consideration should also be given as to when youth are motivated to do well rather than at the last opportunity for service.

Adult Education Partnerships: Working closely with adult education partners can increase referrals and service collaboration. Working together and communicating about remediation plans, testing schedules and assessment results could improve positive outcomes. Additional partnerships could occur around programs and services such as WorkINdiana.

Reference:

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 18-11 Improving Literacy and Numeracy Gains of Workforce Investment Act (WIA) Youth Program Participants
DWD Policy 2010-13, Change 1 WorkOne Customer Flow
DWD Policy 2011-13 Indiana's Assessment Policy for Adult Education
TAB 2007-18 Testing for Basic Literacy Skills
TAB 2006-06, Change 1, Clarification – Out of School Youth Definition

Section 6 - Individual Service Strategy (ISS)

Service Strategy: The US DOL and WIA law refers to the participant's individualized plan as the *Service Strategy*. In practice this plan may be called a Case Plan, an ISS, Academic Career Plan (ACP), Individualized Education Plan (IEP) or another similar term.

Every participant shall have an Individual Service Strategy (ISS), jointly developed by the participant, the case manager, and a staff member trained in career counseling services, if appropriate. The ISS is meant to be a guide for the participant and staff outlining the necessary and recommended steps including appropriate service mix and sequence of services that enable a participant to reach goals. The participant must receive a copy of the plan that is signed by both the case manager and the participant. Parents of in-school youth need notification of the ISS and a brief explanation of the signature process. When the plan is significantly updated or changed a new copy should be signed and provided to the participant.

In general the ISS should:

- Identify employment goals, educational goals, needs and barriers, objective assessment results including testing information, and appropriate services for the youth. Both short and long-term goals should be included.
- Be based on the objective assessment and reflect the expressed interests and needs of the participant.
- Be jointly developed with the participant, meaning the participant's input shall be taken into account and the participant shall have full knowledge of its contents. The goals must be mutually agreed upon.
- Be reviewed quarterly or more frequently with the participant to review progress and make any needed adjustments. It is a living document that should be added to or adjusted as the participant and case manager deem necessary.
- When reviewing the ISS, case managers should document a participant's progress, activities completed, benchmarks reached, and any other accomplishments.
- The ISS must be updated to reflect changes in long-term or short term goals, significant change in household status, newly identified or changed barriers that would change objectives or services, a legal name change, or other life changes that may affect goal attainment.

Note – JAG students must have an ISS in e-NDMS and TrackOne.

Availability of all 10 Program Elements

The 10 youth program elements must be made available to every participant. Local areas have the discretion to determine what specific services a youth will receive based on the youth's objective assessment and individual service strategy. It is the responsibility of the local area to make WIA youth service program elements available to all eligible youth participants, throughout the entire age range of 14-21. As referenced in TEGL 33-12, ETA recognizes that limited resources may make it difficult to fund all WIA Youth program elements, and so partnering with other organizations is encouraged to ensure

elements are available. Services should be provided based on what is needed and will lead to success in entering post-secondary education and/or employment.

The 10 youth program elements are:

- **Tutoring, study skills training, and instruction leading to secondary school completion,** including dropout prevention strategies;
- **Alternative secondary school offerings**;
- **Summer employment opportunities** directly linked to academic and occupational learning;
- **Paid and unpaid work experiences**, including internships and job shadowing;
- **Occupational skill training**;
- **Leadership development opportunities**, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours;
- **Adult mentoring** for the period of participation and a subsequent period, for a total of not less than 12 months;
- **Comprehensive guidance and counseling**, which may include drug and alcohol counseling and referral;
- **Supportive services**; and
- **Follow-up services** for not less than 12 months after completing participation.

Reference:
Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2013
DWD Policy 2010-13, Change 1 WorkOne Customer Flow

Section 7 - Case Management

Case management is the foundation of service delivery in the workforce development system. Effective case management practices include the development of Individual Service Strategies (ISS), follow-up services, and case note and file maintenance. Case management is based on identifying the participant's needs, values and wants; and creating and maintaining the ISS. The process is collaborative and focuses on guiding the participant as he/she works to achieve personal goals that will lead to increased education, training and/or employment success, which in turn increase the participant's self-sufficiency.

Who is a case manager?
Depending on the specific program, region or service site, a case manager may go by another job title. Some common case manager titles include: JAG Specialist, Youth Liaison or Youth Specialist. Regardless of the title used, the case manager is the frontline person responsible for coordinating service delivery, documenting participant activities in the state data system(s), and providing follow-up services.

All participants are required to meet with a case manager. The case manager should conduct an informal interview and objective assessment to assess participant's needs, goals, and barriers. The case manager and the participant should collaboratively develop the ISS and determine both short and long-term goals as well as action steps the participant will take.

- The case manager is expected to:
  - Develop ongoing relationships with their participants and act as a resource.
  - As appropriate, be in communication with a staff member trained in career counseling services.
  - Develop a relationship with adult education instructors where appropriate and possible.
  - Guide the participant in understanding and acting on their ISS.
  - Documenting case management is vital to quality service.
- Participants should see the same case manager for check-ins and return visits/appointments until the participant exits the system.
- The participant should be notified in the event that the case manager changes and offered an opportunity for an introductory meeting with the new case manager as soon as mutually convenient.

Case File Maintenance and Case Notes

Each WIA Youth must have a case file with eligibility documentation, a detailed ISS, case notes documenting active case management and follow-up, and other information that will help create a strategy for success. Thorough case file maintenance and case note documentation are key to managing and supporting a youth's progress. Case files must be maintained to document eligibility, current contact information, services, and outcomes including documentation of credential and/or placement results. Detailed case notes can help plan, implement, and evaluate services.

Check-Ins During Participation

Check-ins are intended to be a means by which a case manager can both keep a participant engaged in the process and ascertain how a participant is progressing toward his/her goals. Check-ins are defined as reciprocal communication among the case manager/WorkOne staff member and the participant. In addition, the case manager is encouraged to offer and provide a service during the check-in as needed to promote and support the participant's ISS goals.

Check-ins:

- Can occur in person or by phone, e-mail, or social networking as long as there is one-on-one communication between the case manager and the client. Broadcast updates, including, but not limited to, facebook status updates and tweets should not be counted as a check-in.
- Should be recorded in a case note for case management purposes.
- Must occur at a minimum of every 45 days; however monthly contact is preferred. Some WIBs may require or expect more frequent check-ins.
- Should collect information on employment status, education progress, need for additional services, and problems and challenges occurring and assistance needed to address them.

Case Closures

When to close a case - A good rule of thumb is that youth can be considered stable if they continue to be successful after 6-8 weeks on the job or the second quarter or semester in postsecondary education or advanced training.

When a participant no longer requires services and case management because s/he has entered employment or education, become disabled or otherwise incapable of working, or the participant voluntarily opts out of service, the participant's case should be formally closed. Case closure is a case management process and is not terminology used in WIA law. Case closure should not be confused with Exit, which is federally defined and structured. The decision to close the case should be documented accordingly in the case notes.

- While a participant's case may be closed because the participant entered employment or education; the participant may not be ready for exit and follow-up services. Ideally, each youth should remain a program participant long enough to be stable in the job or postsecondary education.
- Participants should be notified that their cases are being closed and for what reason, along with information on the type and frequency of follow-up contact.
- A case note should be made indicating the formal closure of the case and the reason, i.e. completion of all goals, no longer in need of or able to benefit from services, lack of participation, or customer requested exit.
- A participant will automatically exit the program when they have not received a WIA service for 90 consecutive days. The exit date is the last date of service with no other services planned.
- The only way to prevent auto-exit is to provide a service before the 90th day after the last service.

Managing Exits: To ensure that performance will be credited, the case manager should consider a participant's status at the time of exit as well as the anticipated future status in related performance quarters. For example:

It's the middle of Quarter 2. Your client John Doe just graduated and plans to enter the military, but will not do so until October due to summer vacation plans. If John exits today, the first quarter after exit would end on September 30th. Thus John's status would be unemployed at one quarter after the exit quarter and the placement will not be counted toward the placement in employment or education goal. However, if John is provided with at least one additional service and exit is delayed until Quarter 3, then when he enters the military in Quarter 4, which would be one quarter after the exit quarter, the placement will count toward the employment and education goal.

In addition, a case manager should not delay exit too long and prevent getting credit for positive outcomes. For example:

A client enrolled in the JAG program as a junior and was enrolled in TrackOne at the same time. The client completed three years of JAG, graduated high school, completed multiple work experiences, and found employment. The case manager did not exit the client because he was interested in training "someday". The region was not getting credit for his Attainment of a Diploma and Placement into a job because they had not exited him. The case manager should have considered exiting him earlier and then could re-evaluate his situation once he was ready for training.

Reference:

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2013
US DOL TEGL 05-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2012
DWD Policy 2012-07 Eligibility and Data Validation Policy for Indiana's Workforce Investment System
DWD Policy 2010-13, Change 1 WorkOne Customer Flow

Section 8 – Drug Screening

The Indiana Department of Workforce Development requires all participants that enter into training-level services funded by WIA Title I, Individual Training Accounts (ITA) and On-the-Job Training, shall be screened. Youth over the age of 18 that receive an ITA or training voucher **are** subject to the requirements of the drug screening policy. Staff should consider the following:

- Youth under the age of 18 are not subject to the drug screening policy;
- Youth entering the JAG program as juniors or seniors are not subject to the drug screening policy; and,
- Youth (regardless of age) who will be participating in an internship or work experience are not subject to the drug screening policy unless required by the employer.

Reference:
DWD Policy 2010-22, Change 1 Workforce Investment Act Participant Drug Screening

Section 9 - Follow-Up

All participants must receive follow-up services for a minimum duration of 12 months. The types of services provided should be based on the individual's needs and goals identified in the ISS. Follow-up allows staff to continue the relationship, offer additional services, and collect valuable information for performance measures. Staff must follow-up with each youth after they exit the system or when their case files have been closed. The participant's case manager should conduct follow-ups, if possible.

As described in TEGL 05-12, follow-up service provides support and guidance after placement to facilitate: 1) sustained employment and educational achievement; 2) advancement along a job and/or educational ladder; and 3) personal development.

One year follow-up should:

- Be based on the needs of the individual. Staff should update the participant's ISS prior to exiting to reflect the follow-up plans and strategy.
- Occur a minimum of once every quarter after exit for non-JAG participants. Follow-up should occur monthly for JAG participants. WIBs may have additional follow-up policies.
- Include collection of information on employment status, education progress, need for additional services, and problems and challenges occurring and assistance needed to address them.
- Include reciprocal communication between staff and the participant that identifies how a participant is progressing.
- Occur in person, or via the phone, texting, email or other forms of one-on-one communication. Follow-up via social networking status updates, tweets or other mass communication mediums is not acceptable.
- Be recorded as a follow-up service with a detailed case note.

The type of follow-up services provided is based on the needs of the participant. Any allowable WIA Youth service is allowable as a follow-up service if it is determined an individual needs such a service. As long as the participant is still in the follow-up period, there is no need to re-enroll a participant in order to receive further services. Such services are considered part of follow-up services. Follow-up services can include, but are not limited to:

- Leadership development activities
- Regular contact with a youth participant's employer, including assistance in job-related problems that may arise
- Assistance in securing better jobs, career development, and further education
- WorkOne workshops
- Work-related peer support groups
- Adult mentoring
- Tracking the progress of youth in employment after training
- Supportive Services

Follow-Up Best Practices

- ✓ Implement engaging follow-up activities to keep youth invested.
- ✓ Develop a schedule for frequent, methodical contact with the youth, youth's employer, and youth's academic advisor.
- ✓ Be aware of the network of services that a participant might need during this time such as transportation and/or workplace tools or clothing to further assist youth during the follow-up phase.
- ✓ Follow-up retention services must be incorporated into the participant's work or school day and should avoid exposure as a service recipient.

Source: http://www.doleta.gov/youth_services/pdf/TOOLKIT%202007-Training.pdf

Reference:

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2013
US DOL TEGL 05-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2012
DWD Policy 2010-13, Change 1 WorkOne Customer Flow

Section 10 - Youth Common Measures

In accordance with the US DOL policies and procedures, Indiana reports on Common Measures for all WIA programs as outlined in TEGL 17-05. Common Measures were first introduced in 2001 as a way to improve the management and performance of federally funded programs addressing the issues of job training and employment placement. Common Measures were implemented at all of the following US Departments: Education, Health and Human Services, Housing and Urban Development, Interior, Labor, and Veterans Affairs. WIA youth programs are tied to three of the measures: Placement in Employment or Education; Attainment of a Degree or Certificate; and Literacy and Numeracy Gains.

The goal for each measure is determined by the US DOL with input from the DWD. The WIA Youth performance goals for Indiana during Program Year 2013 are:

- Placement in Employment or Education: 64%
- Attainment of a Degree or Certificate: 58%
- Literacy and Numeracy Gains: 41%

The following pages explain the formulas used to calculate performance in each area and provide a sample data set and calculation for informational purposes only.

Use of Data and Immediate and Intermediate Outcomes to Gauge Long Term Success – The Common Measures gauge overall program impact and success by focusing on changes in status after exit. However along the way, there is a vast amount of data available, including outcomes that can indicate whether a program is on track and likely to meet the long term goals identified by the Common Measures. Each RWB/WIB is encouraged to identify, track, monitor and evaluate outcomes on a regular basis. By doing so and engaging staff at all levels, performance management becomes an on-going effort, rather than end-of-year surprise.

Examples of WIA youth data and outcomes include:

- Number of participants in a work experience and the number of work experiences that lead to a full time position;
- Increases in GPA and/or school attendance and attainment of JAG core competencies;
- Number of hours students log in Adult Education and the number of practice tests taken before post-testing.

Reference:

US DOL TEGL 17-05: Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues.

US DOL TEGL 17-05, Change 2 : Clarification of Literacy Numeracy Measure, Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues.

Youth Common Measure: Placement in Employment or Education

Formula

the # of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter

DIVIDED BY

the # of youth participants, not in post-secondary education or employment at the time of enrollment who exit during the quarter

Reminder - A participant who is enrolled in post-secondary education or is employed at the time of enrollment will not be counted in the calculation of the Placement in Employment or Education measure.

Sample Data Set and Calculation

Participant	**Status at Enrollment**	**Status at Exit**	**Status 1st Quarter after Exit**	**Counts in Numerator** (top # in formula)	**Counts in Denominator** (bottom # in formula)
Participant 1	Employed	Employed	Post-Secondary	NO	NO
Participant 2	Post-Secondary	Post-Secondary	Employed	NO	NO
Participant 3	No Work/No School	Employed	FT Work & PT School	**YES**	**YES**
Participant 4	No Work/No School	Post-Secondary	No Work/No School	NO	**YES**
Participant 5	No Work/No School	Advanced Training	PT Work & Advanced Training	**YES**	**YES**
Participant 6	No Work/No School	Employed	Unemployed	NO	**YES**
				2	**4**
			Placement in Employment or Education Rate =		**50%**

Youth Common Measure: Attainment of a Degree or Certificate

Formula

the # of youth participants who attain a diploma or equivalent, post-secondary degree, or certificate by the end of the third quarter after the exit quarter

DIVIDED BY

the # of youth participants enrolled in education (at the date of participation or at any point during the program) who exit during the quarter

Sample Data Set and Calculation

Participant	Status at Enrollment or During Participation	By 3rd Quarter after Exit	Counts in Numerator (top # in formula)	Counts in Denominator (bottom # in formula)
Participant 1	In High School	Attained HS Diploma	**YES**	**YES**
Participant 2	In Post-Secondary	In Post-Secondary	NO	**YES**
Participant 3	Entered Post-Secondary	Attained Associates Degree	**YES**	**YES**
Participant 4	Not in School	Not in School	NO	NO
Participant 5	Participated in ABE	Attained GED	**YES**	**YES**
Participant 6	In High School	Dropped Out	NO	**YES**
		Attainment of Degree or Certificate Rate =	**3**	**5** **60%**

Reference:
DWD Policy 2012-06 Qualifying Credentials for the "Attainment of a Degree or Certificate" Common Measure for the WIA Youth Services
TAB 2012-04 Credentials for WIA Youth

Youth Common Measure: Literacy and Numeracy Gains

Formula

the # of out-of-school youth who are basic skills deficient,

who increase one or more educational functioning levels

DIVIDED BY

the # of youth participants who have completed a year in the program (i.e., one year from the date of first youth program service)

***PLUS* (+)**

the # of youth participants who exit before completing a year in the youth program

Reminder - A participant who is enrolled in post-secondary education, who is determined to be basic skills deficient is by definition an Out-of-School participant and will be counted in the calculation of the Literacy and Numeracy Gains measure.

Sample Data Set and Calculation

Participant	**Pre–Test Scores (TABE Score, EFL)***	**Post-Test Scores at 1 Year in Program (TABE Score, EFL)***	**Counts in Numerator** (top # in formula)	**Counts in Denominator** (bottom # in formula)
Participant 1	Reading: (550, 6) Math: (530, 6)	Reading: (566, 6) Math: (575, **7**)	**YES – EFL gain in math**	**YES**
Participant 2	Reading: (520, 6) Math: (510, 6)	Reading: (520, 6) Math: (510, 6)	NO	**YES**
Participant 3	Reading: (566, 6) Math: (550, 6)	Did not return for post-test	NO	**YES**
Participant 4	Reading: (567, 7) Math: (566, 7)	Reading: (596, 8) Math: (595, 8)	NO – not BSD	NO – not BSD
Participant 5	Reading: (550, 6) Math: (575, 7)	Reading: (566, **7**) Math: (580, 7)	**YES – EFL gain reading**	**YES**
Participant 6	Reading: (580, 7) Math: (580, 7)	No post-test	NO – not BSD	NO – not BSD
			2	**4**
		Literacy/Numeracy Gains Rate =		**50 %**

*** EFL = Educational Functioning Level. See pages 11-14 for additional information.**

Reference:
US DOL TEGL 18-11 Improving Literacy and Numeracy Gains of Workforce Investment Act (WIA) Youth Program Participants

Section 11 - WorkOne Resources

There are many WorkOne and local resources available to assist, support and enhance the success of participants. Below is a listing of widely available tools and practices. Case managers and other youth staff should be familiar with other local/community resources that are also available and incorporate use of these resources into the ISS.

Orientation and Informational Packets

All customers should have the opportunity to learn what services are offered at the WorkOne and how to access those services. DWD Policy 2010-13, Change 1 WorkOne Customer Flow discusses Orientation in greater detail.

BEST PRACTICE: While not required, it is a best practice to offer youth specific orientations. This allows for in-depth coverage of youth specific programs, but also allows for the content to be modified to better meet the physical and emotional developmental state of young adults.

- The case manager or staff should inform the youth of WorkOne resources and if appropriate, encourage youth customers to attend an orientation workshop. WorkOne Centers should consider offering a youth specific orientation workshop.
- WorkOne Centers and Express offices should offer a youth specific informational packet, or at the minimum include a handout that lists the 10 youth elements and available youth services and/or programs.

Informational Workshops

WorkOne offices offer informational workshops on a variety of topics. The information provided in these workshops is informational in nature and readily available to customers, but repackaged in a workshop format for ease of understanding and access.

- Youth customers and participants should be encouraged to attend workshops as appropriate, but should not be required to attend. WorkOne Centers should consider offering youth specific workshops.

IndianaCareerConnect.com

IndianaCareerConnect.com (ICC) offers individuals a comprehensive source of job openings in Indiana as well as help in aligning his or her skills to available jobs.

- ICC for individual job seekers includes advanced features such as: create a resume, explore a career, research the job market, and find a job.
- JAG participants must have a valid profile and resume stored in ICC. However, additional use should be encouraged to help familiarize the students with the job search process.
- Other youth served through the WorkOne centers should be encouraged to use this valuable tool in searching for jobs that are relevant to their qualifications.

Indiana Career Explorer (ICE)

Indiana Career Explorer (ICE) – Youth participants are expected to utilize Indiana Career Explorer. ICE is the career interest, aptitude, and values inventory.

- Youth in a traditional or alternative high school should use Kuder Navigator.
- Youth in post-secondary education and out-of-school youth should use Kuder Journey.

- Youth participants should complete the following assessments: Kuder Career Search with Interests, Kuder Skills Confidence, and Work Values Inventory-revised. Youth can also explore occupations, plan for education, plan for work, and create a portfolio.
- Staff should be trained to interpret the assessments. Staff should provide guidance in interpreting the results with youth.
- Any outcomes and guidance that result from ICE should be included in a participant's Individual Service Strategy.

Skillsoft-MindLeaders

Skillsoft-MindLeaders Combined Business and Technical licenses offer self-paced learning in several hundred courses related to professional development, personal development, and computer applications. Customers are able to learn at their own pace and select the course subjects of interest to them.

- Youth who indicate they would like to improve their skills and who have adequate computer literacy could be provided a license to Skillsoft-MindLeaders. All youth customers should be encouraged to attend a workshop to learn how to use Skillsoft-MindLeaders to their full advantage.
- Issuance of Skillsoft-MindLeaders licenses should follow regional guidance.

WIN

WIN Career Readiness courseware is web-based and includes Career Readiness curriculum in addition to Work Habits (soft skills) modules with the following areas of focus: interpersonal relations, communication, cooperation, tact, concern for others, self management, adaptability, dependability, initiative, honesty, resource management, quality, time management and customer service.

- Addresses basic skills and provides preparation for the GED.
- Pre-tests and post-tests measure mastery of each level.
- Remediation for the following areas: Reading for Information, Applied Math, Locating Information, Business Writing, Writing, Teamwork, Observation, Listening, and Applied Technology.

Reference:

DWD Policy 2010-13, Change 1 WorkOne Customer Flow
TAB 2010-03 MindLeaders E-Learning Licenses

Definitions

Words or phrases that are in **bold type face** are federally defined. The state and all WIBs must utilize and fully comply with these definitions. Any federally allowed exceptions are noted.

Alternative School/Alternative Secondary School - Operated by school districts, alternative schools offer high school courses and credit recovery services leading to a high school diploma. While each alternative school is unique, common characteristics include smaller classes, more direct instruction to students and an environment where the individual student relationship is a focus.

Advanced Training/Occupational Skills Training – To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate.

Basic Skills Deficient – The individual computes or solves problems, reads, writes or speaks English at or below the 8th grade level (i.e., grade level 8.9 and below). Or, the individual is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Case Closure **–** The process of moving a participant into follow-up status. Case closure is not a federally defined term and is not the same as Exit.

Certificate - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition.

Common Measures – The accountability standards established by the US Department of Labor, which are used to assess performance at both the State and WIB level.

Credential - A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates.

Date of Exit – Represents the last day on which the individual received a service funded by the program or a partner program (see definition of "exit").

Date of Participation – Represents the first day, following a determination of eligibility (if required), that the individual begins receiving a service funded by the program (see definition of "participant").

Diploma – Any document that the Indiana Department of Education recognizes as equivalent to a high school diploma. This also includes post-secondary degrees including associate (AA and AS) and bachelor degrees (BA and BS).

Disability/Individual with a Disability: An individual with a disability as defined in the Americans with Disabilities Act of 1990, §3. [42 U.S.C. §12102]
The individual:

- has a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- has a record of such an impairment; or
- is regarded as having such an impairment. [PL 101-336 ADA of 1990]

Educational Functioning Level (EFL) - Sets of skills and competencies demonstrated by students entering at that level. There are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English as- a-Second Language (ESL) students. ABE levels roughly equate to two grade levels.

Educational Gain – At post-test, the participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Enrolled in Education – Attending secondary school, alternative school, post-secondary school, adult education programs, or is enrolled in a qualified apprenticeship program.

Exit - The term "exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. (See Section 6. B. 2. of the TEGL 17-05 for exceptions to the program exit definition). The exit date is the actual date of last service.

Exit Quarter – Represents the calendar quarter in which the date of exit is recorded for the individual.

Exiter - A participant who has not received a service funded by the program or funded by a partner program for 90 consecutive calendar days, is not scheduled for future services, and does not have a planned gap in services documented.

Foster Child: A youth on whose behalf state or local government payments are made; and for whom a court order removing the youth from the custody of the parent(s) and specifying a managing conservator exists. [WIA §101(25)(E)]

Homeless – *This definition is from §103 of the Stewart B. McKinney Homeless Assistance Act. [WIA §101(25)(D)].* An individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is:

(A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
(B) an institution that provides a temporary residence for individuals intended to be institutionalized; or
(C) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Make Available - Local programs must make all 10 program elements available to youth participants. This does not mean, however, that every youth participant must receive services from all program elements. Local programs have the discretion to determine what specific program services will be provided to a youth participant, based on each participant's objective assessment and individual service strategy (20 CFR 664.410(b)).

Neediest Youth – A cross-agency term created in 2003 the White House Task Force Report on Disadvantaged Youth and adapted by the national *Shared Vision for Youth*. Youth identified as the neediest youth are:

- Children of incarcerated parents
- Court-involved youth
- Youth at risk of court involvement
- Homeless and runaway youth
- Indian and Native American Youth
- Migrant youth
- Out-of-school youth
- Youth most at risk of dropping out
- Youth in or aging out of foster care
- Youth with disabilities

Out-of-School Youth – An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient

Participant – A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Post-Secondary Education – A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A., A.S., B.A., B.S.). Programs offered by degree-granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in "advanced training/occupational skills training."

Post-test – A test administered to demonstrate gains in skills and knowledge.

Pre-test – A test administered to document an individual's educational functioning level, identify basic skills deficiencies and establish the baseline for the literacy and numeracy gains measure. A pre-test is administered to a participant up to six months prior to the date of participation, if such pre-tests are available, or within 60 days following the date of participation.

Reasonable Accommodations - A change in the way that a test or assessment is administered or responded to by the person tested that is intended to offset distortions in scores caused by a disability.

School Dropout - School dropout is defined as an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. Dropout status is determined at the time of registration. For example, a youth attending an alternative school at the time of enrollment is not a dropout.

Secondary School - High school or an alternative school from which the participant would expect to receive a High School Diploma or other recognized equivalent.

WIA Youth Program Elements/Youth Program Elements/Program Elements - The 10 federally defined service elements that must be made available to all youth participants. (See "Make Available" above.) The 10 elements are:

- Tutoring, study skills, and dropout prevention strategies
- Alternative secondary school offerings
- Summer employment opportunities linked to academic and occupational learning
- Paid and unpaid work experience
- Occupational skill training
- Leadership development
- Supportive services
- Adult mentoring for at least 12 months
- Comprehensive guidance and counseling
- Follow-up activities for no less than 12 months after completion of participation

WIB/Workforce Investment Board - A Workforce Investment Board (WIB) is an appointed body, certified by the governor to set policy, guide implementation, and provide oversight to the local workforce development system, as authorized by Public Law 105-220, the Workforce Investment Act of 1998. The WIB is also a forum for planning workforce development strategies. The Board attempts to anticipate economic and business trends, develop community linkages and partnerships, and provide a focus on system outcomes.

Youth Council - The purpose of the youth council is to provide expertise in youth policy and to assist the Local Board in: (1) developing and recommending local youth employment and training policy and practice; (2) broadening the youth employment and training focus in the community to incorporate a youth development perspective; (3) establishing linkages with other organizations serving youth in the local area; and (4) taking into account a range of issues that can have an impact on the success of youth in the labor market. The duties and membership requirements of the youth council are described in WIA section 117(h) and 20 CFR 661.335 and 661.340.

References

Workforce Investment Act of 1998
WIA Regulations, 20 CFR part 664
US DOL TEGL 33-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2013
US DOL TEGL 5-12 Workforce Investment Act Youth Program Guidance for Program Year (PY) 2012
US DOL TEGL 18-11 Improving Literacy and Numeracy Gains of Workforce Investment Act (WIA) Youth Program Participants
US DOL TEGL 30-10 Workforce Investment Act (WIA) Youth Program Guidance for Program Year 2011
US DOL TEGL 15-10 Increasing Credential, Degree and Certificate Attainment by Participants of the Workforce System
US DOL TEGL 18-11 Improving Literacy and Numeracy Gains of Workforce Investment Act (WIA) Youth Program Participants
US DOL TEGL 17-05 and U.S. DOL TEGL 17-05, Change 2 Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues
US DOL TEN 46-11 Announcement of the Workforce Investment Act (WIA) Youth Program Reference Tool
DWD Policy 2011-13 Indiana's Assessment Policy for Adult Education
DWD Policy 2011-09 GED Testing
DWD Policy 2011-05 Change 1 Adult Education Program Standards
DWD Policy 2010-22 Change 1 Workforce Investment Act Participant Drug Screening
DWD Policy 2010-13, Change 1 WorkOne Customer Flow
DWD Policy 2009-12 Jobs for America's Graduates (JAG) National Model Program's Compliance Standards and Procedures and JAG Indiana Program Requirements
DWD Policy 2012-07 Eligibility and Data Validation Policy for Indiana's Workforce Investment System
DWD Policy 2012-06 Qualifying Credentials for the "Attainment of a Degree or Certificate: Common Measure for the WIA Youth Services
TAB 2012-04 Credentials for WIA Youth
TAB 2012-06 Publication of 2013 Economically Disadvantaged Criteria
TAB 2010-03 MindLeaders E-Learning Licenses
TAB 2007-18 Testing for Basic Literacy Skills
TAB 2007-15 Inclusions & Exclusions for Determining Family Income
TAB 2007-09 Selective Service Registration
TAB 2006-06, Change 1, Clarification – Out of School Youth Definition

Indiana Department of Workforce Development Resources

Indiana Youth Services

The mission of youth services is to assist low-income Hoosiers, ages 14-21, who face significant barriers to education and/or employment by providing resources and supports to overcome those barriers and successfully transition to self-sufficient adulthood. Programs and services are designed to assist youth in increasing basic skills, attaining a degree and/or industry recognized credential, and/or placement into employment or post-secondary education. For additional information about WIA, JAG, strategic partnerships, resources, and training visit http://www.in.gov/dwd/youthservices/.

JAG Specialist Resource Handbook/JAG Management Handbook

The JAG resource handbook is a comprehensive guide to the JAG national model. However, the best practices and activities discussed can be tailored to enhance service delivery through other program models. For example, competitive events can be used as activities in a summer employment program. This is the career association handbook or the professional association handbook for out-of-school participants provided to JAG specialists.

Indiana's Adult Education Professional Development Site – Amplify AE

The AmplifyAE website provides resources and professional development to amplify adult education throughout Indiana. For more information on adult education professional development and upcoming events visit http://amplifyae.org/.

Indiana Adult Education Program Management

The mission of the Department of Workforce Development (DWD), Division of Adult Education is to ensure delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purposes of employment, reemployment, or enhanced employment. For guidance on general programmatic operations, requirements, and best practices for program directors and adult educators visit http://www.in.gov/dwd/adultedadmin/ and www.in.gov/dwd/adulted.htm.

DWD-Case Management Training Manual

The Case Management Training Manual provides comprehensive information on effective strength-based case management. Training participants received a best practice case management handbook. Additional case management training tools may also be accessed at: http://www.edsisolutions.com/IDWDTraining.aspx.

Other Resources

21st Century Scholars

*Indiana started the 21st Century Scholars in 1990 to ensure that every student can afford a college education. Eligible students who fulfill the Scholars Pledge are provided up to four years of paid tuition at an Indiana college in return for keeping a commitment to excellence in school and in life. Required for 21st Century Scholars who start high school in fall 2013, the Scholar Success Program is designed to ensure students understand and complete specific steps required to access and succeed in college. These clear expectations for each grade level will guide students as they **plan** their path to high school graduation and beyond, **prepare** with the skills needed to be college-ready and understand what it takes to **pay** for college and graduate with minimal debt. http://www.in.gov/ssaci/2345.htm.*

Charting the Course: Supporting the Career Development of Youth with Learning Disabilities

This document provides information on learning disabilities, guideposts framework, strategic learning for the workplace, individual development strategies, disclosure and accommodations strategies and various ways to support youth with learning disabilities. This document is a handbook provided through the Office of Disability Employment Policy and the National Collaborative on Workforce and Disability. It can also be accessed at: http://www.ncwd-youth.info/ld-guide.

Effective Front-Line Services to Youth Toolkit

The Department of Labor published the Improving Demand-Driven Services and Performance: Toolkit for Effective Front-Line Services to Youth toolkit in 2007. The toolkit was created to assist program with improving case management, recruitment, intake, follow-up services, and developing individual service strategies. Visit http://www.doleta.gov/youth_services/Toolkit-improve.cfm.

Employment and Training Administration at the United States Department of Labor

For general information on WIA and other related resources regarding USDOL visit http://www.doleta.gov/.

Find Youth Info-USDOL

USDOL's Find Youth Info website has information on various topics relating to youth such as; strategic plans for youth, mentoring, youth development, transition age youth, and service learning. Furthermore, you can also search various federal links on topics that relate to youth. For more information on Find Youth Info visit http://www.findyouthinfo.gov/index.shtml.

Follow Up Services Handbook

This follow up services handbook provided to Minnesota WIA youth practitioners can provide best practice information, WIA requirements for follow up, and other applicable information pertaining to follow up services under WIA law. To access the handbook go to http://www.positivelyminnesota.com/Programs_Services/Youth_Services/PDF/WIA_Follow-Up_Services_Hbook.pdf.

Good Stories Aren't Enough: Becoming Outcomes-Driven in Workforce Development

Martha A. Miles, A Publication of Public/Private Ventures, 2006.
http://www.ppv.org/ppv/publications/assets/203_publication.pdf

Guideposts for Success
The Guideposts for Success provide comprehensive information on various aspects of the transition from youth to adulthood and best ways to assist youth, specifically youth with disabilities and other targeted at-risk populations through this transition. Program implementation and strategically the best way to serve various populations are discussed through different guidepost. General information about the Guidepost for Success can be found at http://www.ncwd-youth.info/guideposts.

Guideposts for Success for Youth in Foster Care
This specific guidepost highlights experiences, supports, and services that are specific to youth in foster care which are relevant to comprehensive transition services within the framework outlined in the Guidepost for Success. The foster care guidepost can be accessed through the National Collaborative on Workforce and Disability at http://www.ncwd-youth.info/guideposts/foster-care.

Guideposts for Success for Youth Involved in the Juvenile Corrections System
This specific guidepost highlights various aspects of experiences, supports, and services relevant to youth involved or at-risk of being involved in the juvenile corrections system. It focuses on the transition outcomes for this specific population. More information about this guidepost can be accessed at http://www.ncwd-youth.info/guideposts/juvenile-justice.

Healthy Teen Network
The Healthy Teen Network provides research and resources to those who support pregnant and parenting teenagers. For more information regarding this topic and to access other resources visit http://www.healthyteennetwork.org/.

Homeless Youth in the United States: Recent Research Findings and Intervention Approaches
This paper was developed for the National Symposium on Homelessness Research. It provides insight into effective intervention strategies for youth aging out of the foster care system and other prevalent topics relating to homeless youth. To access this paper go to http://aspe.hhs.gov/hsp/homelessness/symposium07/toro/.

Indiana Mentoring Partnership
The Indiana Mentoring Partnership is dedicated to supporting, promoting, and enhancing quality mentoring to foster positive youth development and academic success. The Indiana Mentoring Partnership serves mentoring programs, schools, faith-based organizations, businesses, civic groups, community leaders, and dedicated volunteers. For more information on the Indiana Mentoring Partnership and mentoring programs near you visit http://www.iyi.org/indiana-mentoring-partnership.aspx/

The Indiana Youth Institute Audio Conferences and Webinars
Audio conferences and webinars discussing issues such as reducing risks in youth-serving programs and working closely with youth and families, as well as other audio conferences and webinars surrounding youth topics, may be accessed through Indiana Youth Institute website at http://www.iyi.org/trainings/webinars.aspx.

The Indiana Youth Institute Library/Reference Center
Helpful materials covering various topics surrounding youth, service providers, and other relevant information relating to youth may be found online at http://www.iyi.org/library.aspx.

The Massachusetts Workforce Investment Act Youth Program Performance Guide
Developed by Commonwealth Corporation The Commonwealth of Massachusetts's Executive Office of Labor and Workforce Development, Revised October 2008.
http://www.commcorp.org/resources/documents/WIA%20Youth%20PerformanceGuide-rev0410.pdf

National Coalition for the Homeless
The National Coalition for the Homeless offers insight and valuable resources relating to homeless youth. For more information visit http://www.nationalhomeless.org/factsheets/youth.html.

Office of Disability Employment Policy (ODEP)
The Office of Disability Employment Policy provides various resources relating to disability employment policies and other policy topics. Additionally, ODEP also has resources relating to youth with disabilities in transition, current disability employment statistics, and a plethora of other resources relating to various disability issues and topics. The website can be accessed at http://www.dol.gov/odep/.

Ohio- Elements of a WIA Youth Program Guide
In Ohio's Elements of a WIA Youth Program, the 10 WIA youth program elements are discussed in detail regarding what the specific element means, examples of outputs and outcomes, qualified and non-qualified activities, and other best practice information. This comprehensive guide may be accessed online at http://jfs.ohio.gov/owd/WorkforceProf/Youth/Docs/Elements_WIA_Youth_Program.pdf.

Soft Skills to Pay the Bills: Mastering Soft Skills for Workplace Success
The DOL Office of Disability Employment Policy published the curriculum in 2012. The curriculum focuses on teaching "soft" or workforce readiness skills to youth ages 14-21 in both in-school and out-of-school environments. For more information visit http://www.dol.gov/odep/topics/youth/softskills/.

Tunnels and Cliffs: A Guide for Workforce Development Practitioners and Policymakers Serving Youth With Mental Health Needs.
This guide provides practical information and resources for youth service providers. Furthermore, it provides policymakers, from the program to state level, information to combat system issues and policy obstacles in order to enhance service delivery systems for youth with mental health needs. This guide is a handbook that can be accessed at: http://www.ncwd-youth.info/tunnels-and-cliffs.

Youth Council Toolkit
The Youth Council Toolkit provides guidance and other best practice information relating to various aspects of a youth council to operate effectively and successfully. For more information visit http://www.doleta.gov/youth_services/toolkit_2002.cfm.

Attachments

Attachment A: WIA Youth Program Overview

Attachment B: Workforce Investment Act (WIA) Youth Program Elements

Attachment C: Youth Eligibility Flowchart

Attachment D: Assessing Educational Functioning Level Flowchart - *Updated*

Attachment E: WIA Youth Element and TrackOne Youth Services Crosswalk

Attachment A: WIA Youth Program Overview

WIA Youth Program Overview

Successful Workforce Investment Act (WIA) youth programs:

- First-rate programs and services in all 10 youth program elements that are available to all youth served by WIA youth programs
- Fund various programs and activities that meet the needs of individual youth to enhance chances of employment as well as contribute positively in meeting local needs and goals
- Demonstrate success through positive performance

The Department of Labor defines positive performance measures in 3 areas in Indiana:

1. Placement in Education/Employment
   - 64% of youth participants served are placed successfully in employment, the military, post-secondary education, and/or advanced training/occupational training soon after exit from the program
2. Attainment of Degree or Certificate
   - 58% of participants served successfully attain a degree or certificate
3. Literacy/Numeracy Gain
   - 41% of basic skills deficient youth served increase one or more educational functioning level within one year of the date of participation

Youth Eligibility Requirements*:*

- Must be between the ages of 14-21
- Low income (see next page for income guidelines)
- Comply with selective service requirement, if male and age 18 or greater
- Comply with citizenship and eligibility to work requirement

And meet at least ***one*** of the following barriers to employment:

1. School dropout
2. Basic skills deficient
3. Pregnant or parenting
4. Homeless, runaway, or foster child
5. Offender
6. Requires additional assistance to complete an educational program, or to secure and hold employment (includes youth with disabilities)

WIA defines a low-income individual as one who:

1) Receives or is determined eligible to receive, or is a member of a family that receives income-based public support such as TANF or Food Stamps
2) Member of a family that lives at 100% of poverty threshold or at 70% of lower standard income level. See TAB 2012-06 Publication of 2013 Economically Disadvantaged Criteria for Indiana's Poverty Guidelines.
3) Qualifies as a homeless individual
4) Is a foster child
5) Is an individual with a disability whose own income meets the requirements

Attachment B: Workforce Investment Act (WIA) Youth Program Elements

Workforce Investment Act (WIA) Youth Program Elements

Program Elements

Tutoring, Study Skills, and Dropout Prevention Strategies

Alternative Secondary School Services

Summer Employment Opportunities

Paid and Unpaid Work Experience

Occupational Skills Training

Leadership Development

Adult Mentoring

Comprehensive Guidance And Counseling

Supportive Services

Follow-up Services

Program Elements

The 10 WIA youth program elements can be grouped around four major themes to help ensure a successful outcome.

Improving Educational Achievement:

- Tutoring, Study Skills, and Dropout Prevention Strategies
- Alternative Secondary School Services

Preparing for and Succeeding in Employment:

- Summer Employment Opportunities
- Paid and Unpaid Work Experience
- Occupational Skills Training

Services Intended to Develop the Potential of Youth as Citizens and Leaders

- Leadership Development

Supporting Youth:

- Adult Mentoring
- Comprehensive Guidance and Counseling
- Supportive Services
- Follow-up Services

Element: Tutoring, Study Skills, and Dropout Prevention Strategies

Tutoring, Study Skills, and Dropout Prevention Strategies consist of various activities designed to help youth:

- Acquire the academic knowledge and skills needed to succeed in specific areas
- Improve youth's ability to learn by giving them the skills to learn effectively and competently on their own
- Keep youth in school until graduation from high school

Tutoring

Tutoring is an effective teaching practice that is designed to address the academic needs of youth in specific areas through individualized instruction or group sessions. The tutor helps the youth obtain knowledge and skills needed to succeed in an identified area such as reading or math.

Who should receive Tutoring?

Tutoring should be provided to those who are basic skills deficient, need additional help with school subjects, or who have fallen behind academically. Furthermore, many WIA youth have learning disabilities or a learning style that may need additional instructional assistance. Benefits of tutoring include: improved academic knowledge-base and skills, decrease in dropout rates, increased confidence, self-esteem, and overall attitudes toward school. Tutoring also provides positive feedback and reinforcement.

Examples of outputs:

- Number of youth served
- Number, length, and regularity of tutoring sessions
- Average number of attendees at each session
- Average number of sessions attended by each youth
- Student-tutor ratio

Examples of outcomes:

- Achievement of academic goals identified in youth's ISS
- Increase in grade level or educational functioning level in a specific academic area
- Attainment of high school credit
- Attainment of diploma or certificate
- Improvement in school grades

Study Skills

Study skills are a set of skills such as test taking strategies or time management that give youth the ability to learn effectively and competently on their own. Good study skills give youth the opportunity to do well in all phases of education. The purpose of a study skills program is to help youth increase the skills needed to learn, understand, and retain information.

Who should receive Study Skills Training?

Youth in need of academic remediation, skill improvement, or those who have a hard time learning on their own will benefit from programs that provide study skills training. Benefits of study skills training include: increased organizational skills, effective time management skills, improvement in test taking and learning potential, increased writing skills and reading comprehension, and increased student retention.

Examples of outcomes include:

- Increase in test scores
- Increase in grades
- Increase in number of assignments completed
- Increase in ability to apply study skills and organizational and time management techniques

Qualifying Study Skills Activities

- Instruction in how to organize study time and effective time management practices
- Training on specific study skills or other test-taking or note-taking strategies

Dropout Prevention Strategies

Dropout prevention strategies are strategies that focus on the causes of youth dropping out of school, disengagement leading to dropout, lack of positive experiences in school, or learning styles that are not suited for traditional academic instruction. These strategies can help enhance academic engagement so that youth stay in school and receive a degree or certificate and continue with post-secondary education or training and increase their chances of employment.

Dropout prevention strategies include:

- Jobs for America's Graduates – JAG Indiana
- Individualized approach based on needs
- Alternative school settings

Benefits of Dropout Prevention Strategies:

- Increase earning potential
- Improve chances of employment or career opportunities and entry into postsecondary education
- Decrease chance of unemployment

Element: Alternative Secondary School Services

Alternative secondary school services are intended to meet the needs of students who are not succeeding in the traditional academic setting. The goals of alternative secondary school services are to give youth the opportunity to thrive academically in a non-traditional setting that promotes disengaged youth to stay in school and ultimately receive a degree or certificate. Alternative schools offer a variety of specialized curriculum options that are tailored to meet the child's needs to increase the chances of graduation. In Indiana, the alternative education programs and models designed to meet the needs of disaffected youth are very diverse allowing the opportunity to reach a wide variety of students (Indiana Department of Education).

Qualifying alternative secondary school services include but are not limited to:

- Alternative classrooms
- School within-a-school programming
- Separate alternative schools
- Second or last-chance schools

Who should receive Alternative Secondary School Services?

Alternative secondary school services should be provided to students with:

- Behavior problems
- Youth with disabilities
- Youth who are disengaged or who are at risk of dropping out
- Institutionalized or adjudicated youth

Benefits of Alternative Secondary School Services

- Keep youth in school until graduation
- Re-engage youth in the academic setting
- Attainment of degree or certificate
- Provide a sense of community and belonging that enhances academic and employment success
- Increase school safety

Element: Summer Employment Opportunities

Summer employment opportunities give youth experience in the career field identified by their employment or career goals in which they are interested in pursuing. Summer employment opportunities also aid youth in developing the necessary academic and occupational skills need to succeed in that particular field of interest. Summer youth employment must provide direct linkages to academic and occupational learning. By having this WIA youth program element offered in the summer, youth have the opportunity to put an adequate amount of time into have an in-depth career experience.

Who should receive Summer Employment Opportunities?

All WIA youth should be engaged in WIA activities during the summer, but other program elements may be more important to pursue depending on the needs and goals of each youth. Youth who are participating in short-term work experiences that are not related to their career goals should not be counted in summer employment, but in paid and unpaid work experience.

Qualifying Summer Employment Opportunities:

- Employment in which youth are paid a wage
- Employment that is linked to the career or employment goals identified in the youth's ISS
- Academic and occupational skills training that transfers to employment

Non-qualifying Summer Employment Opportunities:

- Employment that does not reflect academic, employment or career goals identified in youth's ISS
- Tutoring activities that are not directly related to the employment placement
- Summer employment programs that are not linked to year-round programs
- Unpaid work experience

Benefits of Summer Employment Opportunities:

- Increase academic, occupational, and social skills
- Receive exposure to career field of interest, career professionals, and work requirements, practices and expectations
- Clarify career interest
- Prevent learning loss over the summer
- Earn income
- Increase opportunities for full-time employment
- Gain job searching and work experience

Element: Paid and Unpaid Work Experience

Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Paid and unpaid work experiences provide youth invaluable experiences in the workforce and allow youth to develop basic necessary work skills and good work habits needed to be successful. It also gives youth the opportunity to acquire knowledge of the requirements and practices of the working world. Work experience must be based on identified needs of the individual youth but does not have to be directly correlated with the youth's individual career or employment goals. The primary purpose of paid and unpaid work experience is to expose youth to the workforce and allow them to gain insight into career fields and employment opportunities.

Who should participate in Paid and Unpaid Work Experience programs?

Any youth that is eligible to participate in WIA services may participate in paid and unpaid work experiences. Benefits include but are not limited to: exposure and exploration into different careers or industries, developing work readiness skills, motivation to stay in school and pursue a career or further training after completion of high school, develop a network of professional contacts, and develop a working relationship with a mentor.

Examples of Outputs:

- Number of youth placed in work experiences
- Number of youth who complete work experiences
- Average number of hours spent in work experience
- Number of hours of supervision and mentoring provided to each youth during their work experience

Examples of Outcomes:

- Increase in work readiness skills and knowledge about expectations of employers
- Increase in career awareness
- Learn and demonstrate appropriate work behaviors
  - Arriving on time
  - Appropriate dress
  - Positive relationships with co-workers and supervisor(s)
  - Appropriate behavior with customers and co-workers
  - Following workplace policies and procedures

Element: Occupational Skills Training

Occupational skills training consists of a planned program of study that provides specific vocational skills training that leads to the ability to efficiently perform tasks and technical functions vital to certain occupational fields at entry, intermediate, or advanced levels. Goals of occupational training include:

- Replicate long-term goals that are specific to the youth's employment or career goals identified in the youth's ISS
- Result in attainment of a certificate

Occupational skills training activities may include:

- Job-specific competency training
- On-site industry specific training
- Institutional skills training
- Customized training for specific employer(s) with the commitment to hire upon successful program completion
- Entrepreneurial training
- Internships
- Pre-apprenticeship and apprenticeship training

Who should receive Occupational Skills Training?

Youth should receive occupational skills training if it is required to enter or advance in the occupation reflected in the individual youth's career or employment goal. Training may be provided during secondary education or as advanced postsecondary training.

Benefits:

- Increase earnings
- Increase employment opportunities and job advancement
- Decrease chances of unemployment
- Increase self-sufficiency
- Improve access to jobs with employer-paid benefits through work experience

Qualified Activities:

- Training that leads to attainment of a certificate
- Apprenticeship programs
- Training programs that provide skills necessary to enter or advance in a specific occupation
- Participation in programs such as Job Corps
- Internships

Non-qualified activities:

- Work readiness training
- Training that does not reflect youth's long-term employment or career goals
- Training or education that does not lead to an entry-level position or advancement in a particular field
- Does not result in attainment of a certificate

Element: Leadership Development Opportunities

Leadership development opportunities consist of a wide range of activities that promote responsibility, employability, and other positive social behaviors. The types of leadership development opportunities include:

- Exposure to postsecondary educational opportunities
- Community and service learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Organizational and team work training, including team leadership training
- Training in decision-making, including determining priorities
- Citizenship training, including life-skills training such as parenting, work-behavior training, and budgeting of resources

Positive social behaviors are outcomes of leadership opportunities, often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following:

- Positive attitudinal development, including positive job attitudes and work skills
- Self esteem building
- Openness to working with individuals from diverse racial and ethnic backgrounds
- Maintaining healthy lifestyles, including being alcohol and drug free
- Maintaining positive relationships with responsible adults and peers, and contributing to the well being of one's community, including voting
- Maintaining a commitment to learning and academic success
- Avoiding delinquency
- Postponed and responsible parenting

Who should receive Leadership Development Activities?

All WIA youth should be given various opportunities to develop themselves to their fullest potential and given the chance to become effective leaders. Furthermore, the specific leadership development activities youth participate in are determined to by the youth's individual needs and goals documented in the ISS.

Benefits of Leadership Development Opportunities:

- Increasing self-awareness and self-esteem
- Gaining a positive view of the world and their ability to effect change through actions and leadership
- Feeling needed and useful in various aspects of their life
- Promoting a positive change and self-image
- Establishing positive relationships with adults and peers
- Improving the status of youth in the community as well as learning more about their communities and resources around them

Element: Adult Mentoring

Adult mentoring is an inclusive supportive relationship between an adult mentor and a youth that promotes success in all areas of life including: academic achievement, positive social skills, career goals, and personal goals. Mentoring is designed to promote positive outcomes and success for youth. Mentoring can be done in various ways, whether it is a business mentor or a personal mentor, it enhances the chances of success in various aspects of the youth's life.

Who should receive Adult Mentoring?

All youth who need the support of a positive adult role-model in order to achieve academic, social, career, or personal goals should receive an adult mentor.

Benefits of Adult Mentoring

- Increase motivation in youth to stay in school
- Improve youth's self-esteem and self-confidence
- Enhance academic achievements
- Increase ambitions to attend post secondary education or pursue other post secondary trainings that lead to employment
- Increase awareness and acceptance of adult roles and responsibilities in youth's lives
- Increase autonomy
- Remove other barriers to ease transition into adulthood

Qualifying Adult Mentoring Activities:

- Done for the period of participation and a subsequent period (no less than 12 months)
- Participation in mentoring programs
- Mentoring programs that promote career awareness or positive social skills
- Compliment adult mentoring activities with additional resources or other materials
- Consistent contact with youth

Non-qualifying Adult Mentoring Activities:

- Only giving "self-help" type materials with no additional mentoring
- Programs that last fewer than 12 months
- Inconsistent or erratic contact with youth
- Any activity that does not consist of a positive working relationship with youth

Element: Comprehensive Guidance and Counseling

Comprehensive guidance and counseling is a course of action to help youth make informed and positive educational, occupational, and life choices and implement them in their everyday lives. Many at-risk youth need such assistance in making informed life choices and well thought out decisions. Furthermore, some youth need additional assistance addressing and changing serious problem behaviors such as alcohol and drug abuse; anti-social behaviors such as violence and bullying; or involvement with the juvenile justice system. Comprehensive guidance and counseling should be designed to meet the needs of individual youth as well as make appropriate counseling referrals when needed.

Who should receive Comprehensive Guidance and Counseling?

All youth can benefit from participating in comprehensive guidance and counseling. However, at-risk youth will particularly benefit from the types of guidance and counseling tailored to meet their needs to help them achieve educational, personal and social, and employability growth. Benefits from comprehensive guidance and counseling include: increasing self-awareness, self-esteem, and attitude towards school and work, improving positive decision-making, communication, and interpersonal skills, reducing dropout rates, supporting academic achievements, career planning and goals, and encouraging life-long learning.

Qualifying Comprehensive Guidance and Counseling Activities:

- Drug and alcohol counseling
- Mental health counseling/therapy
- Career and educational counseling
- Materials and resources to supplement other guidance and counseling activities (must also include personal counseling for it to qualify as an activity)

Non-Qualifying Comprehensive Guidance and Counseling:

- Speaking with youth's teachers without the youth being present
- Initial assessment
- Informal guidance or counseling from individuals that are not experts in that particular area
- Post-test for literacy/numeracy gains
- Supplying materials and resources with no personal guidance

Element: Supportive Services

Supportive services are designed to assist youth to overcome barriers to employment. Supportive services are one of the ten WIA youth program elements that must be made available to all eligible youth. Supportive services may include:

- Linkages to community services
- Assistance with transportation
- Assistance with child care and dependent care
- Referrals to medical services
- Assistance with appropriate work attire and other work related tools such as protective eye glasses and construction boots

Supportive services also include other services that are necessary to ensure participation in activities and programs authorized under WIA.

Who should receive WIA Supportive Services?

All WIA youth should receive supportive services that have needs that could hinder or limit their participation WIA youth programs. However, the extent to which the supportive services are used are based upon individual needs.

Benefits in receiving supportive services:

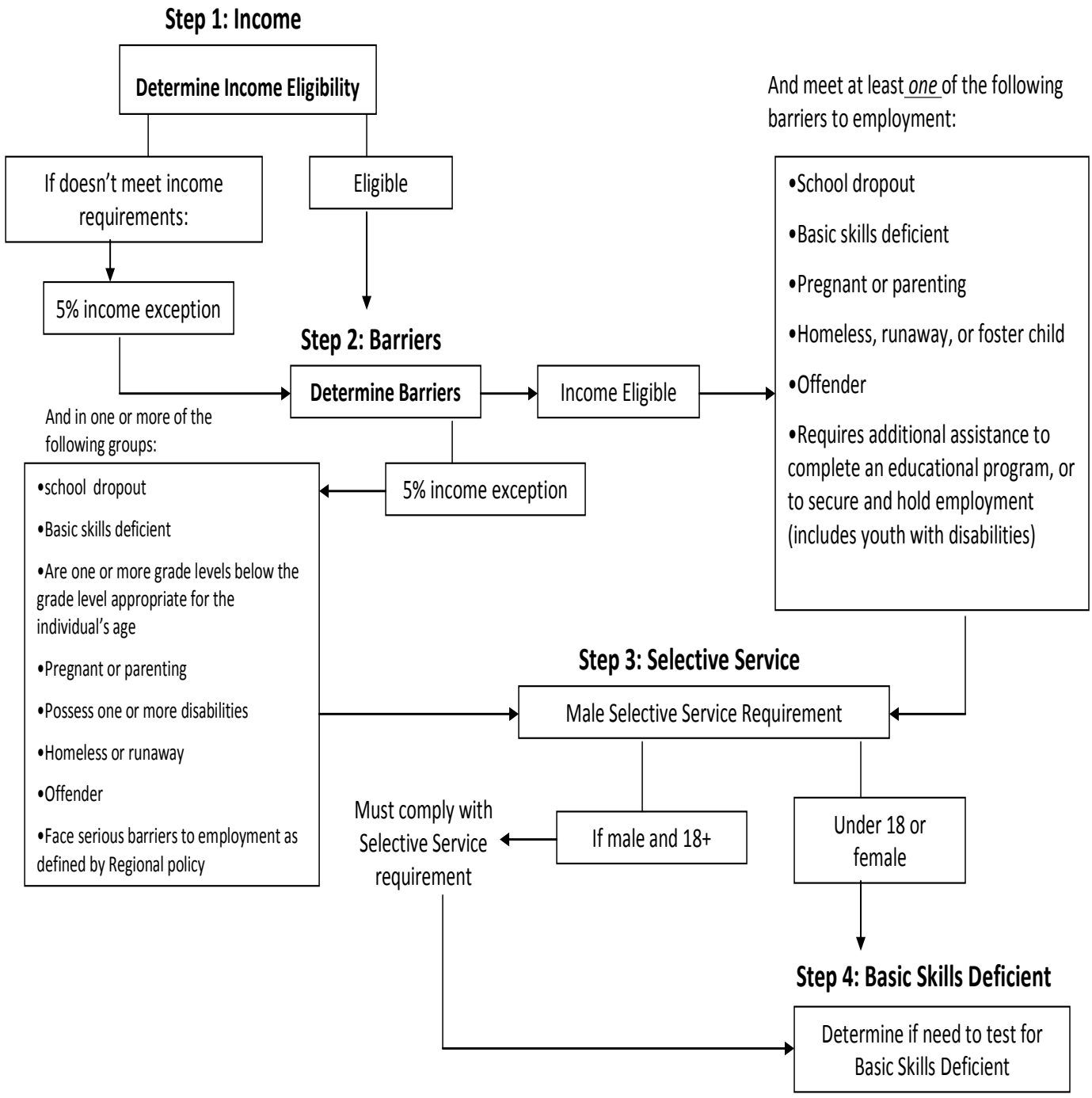
- Allow youth the chance to improve educational or employment opportunities by removing barriers that hamper successful outcomes
- Gives youth the opportunity to participate in WIA youth programs

Element: Follow-up Services

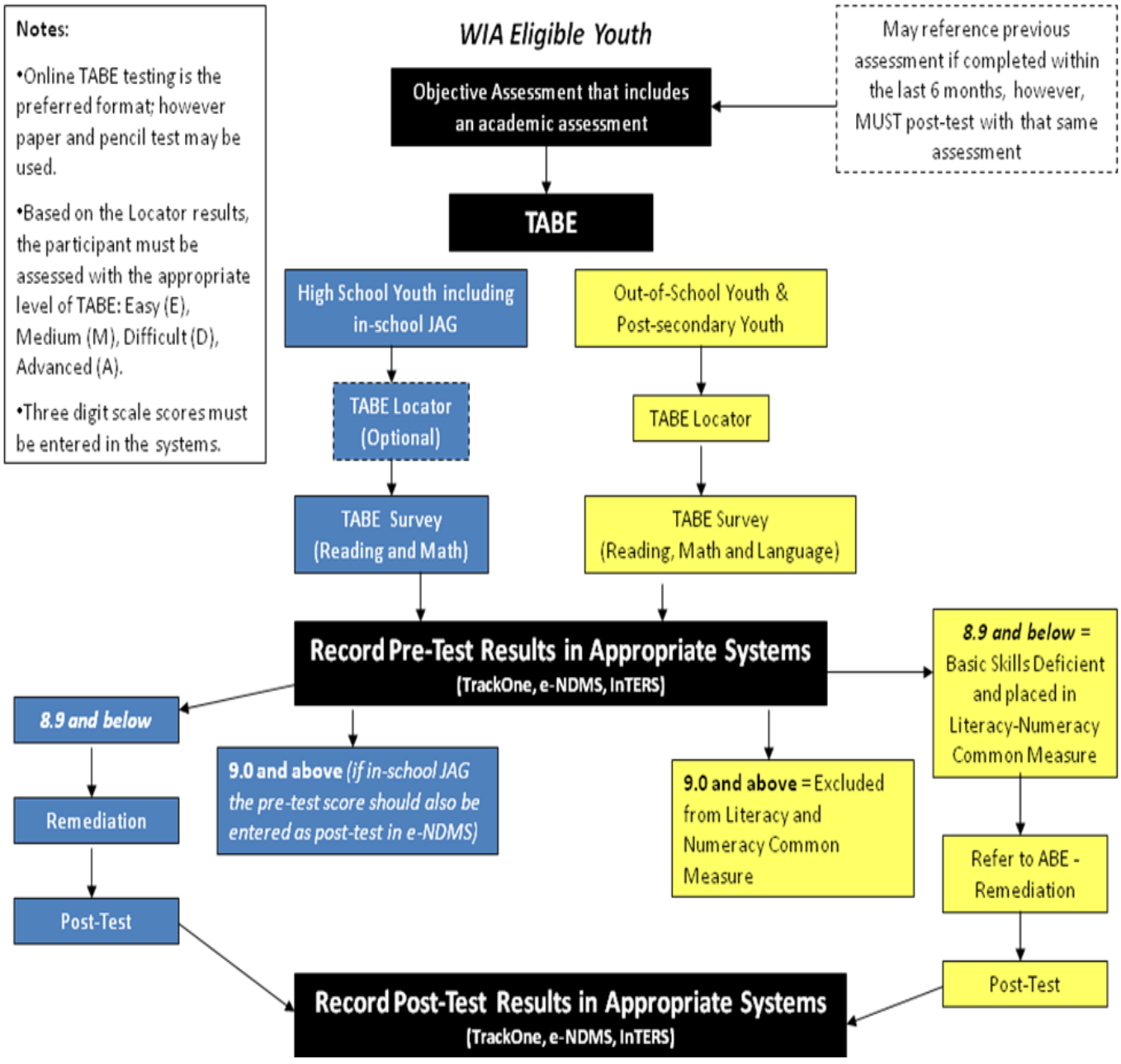
All WIA youth participants must receive some form of follow-up services upon exit for no less than 12 months. The types of services and duration of services provided to WIA youth must be determined based on the needs of the individual. Follow-up services can include:

- Leadership development and supportive service activities
- Regular contact with a youth participant's employer, including assistance in job-related problems that may come about
- Assistance in securing better paying jobs, career development, and further education
- Work-related peer support groups
- Adult mentoring
- Tracking the progress of youth in employment after training

Attachment C: Youth Eligibility Flowchart



Attachment D: Assessing Educational Functioning Level Flowchart - *Updated*



Attachment E: WIA Youth Element and TrackOne Youth Services Crosswalk

WIA Youth Element	**TrackOne Service**
Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies	Youth Educational Achievement Services
Alternative secondary school offerings	Youth Alternative School Participation
Summer employment opportunities directly linked to academic and occupational learning	Youth Summer Employment Opportunities
Paid or unpaid work experiences, including Internships and **job shadowing**	Work Experience/Job Shadowing (Youth)
Paid or unpaid work experiences, including **Internships** and job shadowing	Internship/Cooperative Experience (Youth)
Occupational Skill Training	Occupational Skills Training (Youth)
Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours	Youth Citizenship and Leadership Services
Adult Mentoring for the period of participation and a subsequent period, for a total of not less than 12 months	Additional Support for Youth Services
Comprehensive guidance and counseling	Additional Support for Youth Services
Supportive services	Youth Supportive Service
Follow-up services for not less than 12 months after completing participation	Youth Follow-up Services
Descriptions for Additional Youth Services in TrackOne	
Service strategy plan that includes identification of an employment goal, educational objectives, and appropriate services for the individual taking into account the results of the objective assessment. Service should also be recorded when there is significant revision to an ISS.	Individual Service Strategy (Youth)
Training by an employer that is provided to a paid participant while engaged in productive work in a job. See DWD Policy 2009-07 and TAB 2010-01.	On-the-Job Training – YOUTH only
Record if individual is enrolled in a JAG program.	WIA Youth/JAG Program
Record if individual received employment services. Employment services include paid and unpaid work experiences, including internships and job shadowing, and occupational skill training. WIASRD reporting element.	Youth Employment Services
Record if the individual is in secondary school, post-secondary school, adult education programs, or any other organized program of study. WIASRD reporting element.	Youth Enrolled in Education